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Community music is being effectively fostered by the state schools and by some of the denominational colleges. On the whole, there has never been such evidence of interest and activity along musical lines as is being manifested this fall.

GRACE A. MYTINGER, Mississippi.

Public school music is comparatively a new thing in Mississippi, as the work which has been accomplished has all been done within the past ten or twelve years. In every

instance where music has been made a part of the public school work, it has been received enthusiastically by both pupils and patrons, and the results have been very gratifying. We hope that the day is not very far hence, when public school music will be a part of every school program.

At present, we have no state organization of music supervisors, but we hope to effect one this year, and feel that such an organization will do much toward advancing the cause of music in Mississippi.

Music in Schools and Colleges A Ten Years' Survey

A SELECTED BIBLIOGRAPHY

By VIVIAN GRAY LITTLE

Edited and Expanded by Peter W. Dykema

(EDITOR'S NOTE: This bibliography was prepared by Miss Little as a Thesis in the Library School of the University of Wisconsin in June, 1916. So valuable did it seem to the Editor that he has gone through it carefully, made a number of slight changes, and added thirty-five references. Owing to the extent of the material it will be run in installments through several issues of the Journal.—P. W. D.)

INTRODUCTION

"In the broadest educational sense, no other study in our schools is more valuable than the study of music."

With this thought in mind, I have endeavored to select not only those articles which show what has actually been accomplished in the music of our schools, but also those which indicate the ideals toward which our educators are working.

The bibliography does not purpose to be exhaustive, but is limited to the material which could be examined in Madison, Wisconsin, and which bore most directly on the topics outlined in the *Contents*. Single articles from the Music Supervisors' National Conference were not listed, as the complete set of their Proceedings was not available for examination.* The items on the early history of school music were included both as a background of knowledge and as a basis of comparison.

*EDITOR'S NOTE: References to the leading articles in the 1914, 1915, and 1916 Proceedings (which may be purchased from our Treasurer, James McIlroy, Jr., McKeesport, Pa., at \$1.00 a volume) and in the Music Supervisors' Journal have been added in their appropriate places.—P. W. D.

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NOTE: Since the larger number of references in this bibliography are found in three groups of sources—the volumes of proceedings of (1) National Education Association, (2) Music Teachers' National Association, and (3) Music Supervisors' Conference—these three will be referred to respectively by the abbreviations, (1) N. E. A., (2) M. T. N. A., (3) M. S. N. C.

1. SCHOOL MUSIC—EARLY HISTORY.

Dickey, F. M. Early history of public school music in the United States. M. T. N. A. 1913. p. 185

This is a thesis presented for a Master's Degree at Columbia University, and takes up the early history of public school music by cities. It is well written, authoritative, and contains a good bibliography.

Hubbard, W. L., *ed.* American history and cyclopedia of music. 1910. See article on Music in the public schools, by Frank Damrosch, v. 8, p. 17—37.

Brief history of beginning of public school music and a survey of present conditions.

Monroe, Paul, *ed.* Cyclopedia of education. 1913. See article on Music in education, v. 4, p. 348—

Authoritative review of the entire subject.

2. GENERAL REFERENCES.

Barnes, Earl. The Relation of Rhythmic Exercises to Music in the Education of the Future. M. S. N. C. 1915. p. 33—39.

A stimulating address on the necessity of greater attention to rhythmic training in all music teaching.

Bingham, W. V. D. An Analysis of the Methods and Practice of Teaching Public School Music. M. S. N. C. 1916.

A scholarly examination of public school music in the light of the most recent educational studies. A most suggestive presentation.

Blum, Elias. Music in the Pacific northwest. M. T. N. A. 1914. p. 69—75.

A discussion of general musical conditions in that region, including public schools, music schools, colleges and universities.

Clark, Frances. Forces at work for the betterment of school music. N. E. A. 1915. p. 848—851.

Brief discussion of the forces which have benefitted school music.

..... Our national music. N. E. A. 1908. p. 836—840.

In order to have a musical nation and a real national music, there must be a complete re-awakening in all lines of public school music, with due recognition of its importance by the Federal Government.

..... Public school music and our national speech. N. E. A. 1911. p. 813—822.

An interesting dissertation upon the provincialisms of American speech. It is also shown that the careful teaching of articulation and pronunciation in public school singing will overcome them.

Claxton, P. P. The Place of Music in National Education. M. S. N. C. 1915. p. 48—51.

A striking statement of the necessity of far greater attention to music. "Next to reading and writing, and next to the power to count and perform the sim-

plest processes in arithmetic, music is the most practical thing in our schools."

Cole, L. K. Music and the social problem. N. E. A. 1913. p. 604

Gives concrete examples of the emotional effect of good music, urges the study of instruments in schools, and explains the Maidstone movement as found in America.

Dykema, P. W. Good music; how shall we know it? Kindergarten Review, Dec. 1914. v. 25, p. 193—

Gives suggestions to teachers for forming fairly adequate judgments of song material.

Farnsworth, Chas. H. Education through music. Amer. Book Co. 1909. \$1.00.

Explanation of basic principles of musical education, and full instructions for conducting an eight-grade course of study.

..... The value of the beautiful. M. S. N. C. 1914. p. 58—

A comparison of the significance in general education of intellectual, and emotional training. "Discipline", only one function of instruction. Music exceptionally well adapted for developing and training a love of the beautiful.

..... Why we don't sing. Survey, Jan. 3, 1914. v. 31, p. 405.

An interesting survey of musical conditions, with special reference to the point of view of public schools toward music.

Fisher, I. M. Relation of music to school activities. N. E. A. 1911. p. 808—813.

Discusses the importance of music, the type of song for school singing, and describes the May Day Fete of the schools in San Jose, California.

Fullerton, C. A. Principles of scientific management applied to teaching music in the public schools. N. E. A. 1912. p. 1017—1020.

Logical presentation of the subject.

Gehrken, Karl W. and others. Ultimate ends in public school teach-

ing. M. S. N. C. 1915. p. 55—76.

Probably the most complete presentation of the subject now in print.

Giddings, T. P. School music teaching. C. H. Congdon, publisher, Chicago, Ill. \$1.00.

A radical presentation of the point of view that learning to sing from notes is the one great aim of public school music.

Goedhart, A. Educational rhythm-training. N. E. A. 1908. p. 859 862.

Suggests various methods for teaching rhythm in educational work.

Grumann, Paul H. Co-ordination of artistic training. M. S. N. C. 1916. p. 46—53.

A comprehensive survey of the means of relating various subjects now in the course and other valuable subjects now neglected in the schools. Much of the indifference and formalism in modern education is attributed to the lack of cross-relationships. "In no field of artistic activity has the mercenary element played greater havoc than in music."

Hall, G. S. Pedagogy of music. In his Educational problems. 1911. v. 1, p. 91—135. Appleton. 2v. \$7.50.

A consideration of music from a pedagogical standpoint, and of the proper method of its study in schools and colleges.

..... Psychology of music and the light it throws upon musical education. N. E. A. 1908. p. 848—853.

Discusses the psychological aspects of music study. Interesting to teachers.

Hawkins, J. R. Motivation in music. Education, Sept. 1915. v. 36, p. 55—57.

Suggests the grouping of music classes into organizations, such as glee clubs, quartets, etc., in order to fit each child into the place which best suits and interests him. "A plea for the practical."

Hesser, Ernest. Making America musical through the public schools.

Ohio Educational Monthly, Nov. 1914. v. 63, p. 577—580.

Practical consideration of the subject.

Hunter, F. M. Music and social service. M. S. N. C. 1916. p. 16—19.

Taking as his text Ella Wheeler Wilcox's poem "*What They Saw*", Supt. Hunter stresses the need of a broad social conception of school music.

Kinkeldey, Otto. The influence of folk-music upon the progress of art. M. S. N. C. 1916. p. 37—45.

A scholarly address, with many happy illustrations, emphasizing the fundamental importance of folk-music in all art developments.

Marshall, L. B. Success in public-school music. N. E. A. 1910. p. 826—831.

Contrasts successful new methods with the old ways of teaching music in the public schools.

Music must have a larger place in the school curriculum. Musician, Dec. 1915. v. 20, p. 759.

Quotes paragraphs from Dr. Winship on the necessity of including music in school curricula. Also speaks of injurious effects of excluding it.

Newton, E. W. Music in the public schools. Ginn, 1909. \$1.00.

A discussion of the general subject from the point of view of the New Educational Music Series.

Parker, McConathy, Birge, and Miessner. Teachers' Manual for Progressive Music Series. 2v. Silver, Burdett & Co. \$1.00 each.

A scholarly treatment of the general problem of school music with special reference to the Progressive Music Series.

Pratt, W. S. Educational values of music. Journal of Education, Mar. 2, 1915. v. 83, p. 229—232, 243.

Emphasizes the value of music in education, and argues that it has a rightful place in schools. Mr. Pratt also speaks of the vocational value of music,

and of the attitude of the public toward it.

..... Standards in musical education. M. T. N. A. 1907. p. 56—68.

Outlines standards which members of the Association as individuals and as a whole should emphasize. These are standards of scope, method, purpose, and ideal.

Ripley, F. H. What school music leads to. Musician, May 1916. v. 31, p. 269.

Very brief talk on the value of the ear-training received in the public schools.

Seashore, Carl. Scientific Procedure in the discovery of musical talent in the public schools. Music Supervisors' Journal. Vol. II, No. 3, Jan. 1916.

A statement of some experimental work being carried on at the University of Iowa.

Sellea, H. E. Cultural value of music. Education, Nov. 1911. v. 32, p. 162—164.

A talk on the real value of music, and a plea for its place in the schools.

Thomas, F. E. Free musical education a necessity to the music art of a republic. N. E. A. 1907. p. 865—872.

Emphasizes the importance of musical education and describes what the public schools are doing and can yet accomplish.

Winship, A. E. Music and ethics. N. E. A. 1913. p. 602—604.

An earnest plea for pure and elevating music all through a child's school years as an excellent foundation for later morality.

Withers, John W. The place of music in the scheme of modern democratic education. M. S. N. C. 1916. p. 25—29.

A careful examination of the function of education in a democracy leading to the conclusion that music and art are entitled to a larger consideration.

(To be continued.)